

(April to July, 1925.
(September to December, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 103-203 (from *Joshua, Judges, Ruth*). *The Saviour of the World*,* Vol. II. (P.N.E.U. Office, 3/-), pp. 123-174: Bible passages from index or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 191-235, with *The Acts* xiii.-xv.

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (c) *Helps to the Study of the Bible* (Oxford Press, 4/-). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 43-58, with lessons on Whitsuntide and Trinity.

For Sunday Reading (optional):

(a) *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 121-182. (b) *How to Read the Bible*, by J. Paterson Smyth (Sampson Low, 2/-), Part II., ch. iv., and III., ch. i.-iii. (c) *Uncle Tom's Cabin* (Nelson, 1/9). (d) Longfellow's *Poems* (any edition or Warne, 2/6).

† The 102nd term of work set since the Parents' Union School began.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes, in beautiful lettering (see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting for Teachers, by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *The Tempest*, and the other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Write on (a) some subject in "Literature," (b) the news of the week, (c) some historical or allegorical subject taken from the Programme, (d) verses on birds and flowers that must scan, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (2/8 a year, c/o Miss N. Pott, P.N.E.U. Office), and send a contribution in verse or prose.

English Grammar.

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 102-115; 122-131.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 557-619. Shakespeare's *The Tempest** (Blackie, Plaintext, 6d.). Dickens' *The Old Curiosity Shop** (Nelson, 1/6). Palgrave's *Golden Treasury** (Dent, 2/-): Wordsworth, Coleridge, Scott, Shelley. *Poems of To-day*,* Vol. I. (Sidgwick & Jackson, 2/-): read the poems of six poets. Lamb's *Essays** (Blackie, 1/-).

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pp. 719-782 (1820-1860), chapters 72-75 inclusive. Make a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

General History.

The Story of Mankind, by H. Van Loon (Harrap, 12/6), pp. 381-426, or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 279-293 (1820-1860). *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/3), chapter 8: teacher study preface. British Museum Postcards, Series 33 and 34 (1/- the series, direct from British Museum). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 1-25.

Keep a Book of Centuries (P.N.E.U. Office, 2/3, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 187-210. North's Plutarch's *Lives: Themistocles** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 49-89.

Geography. (See N.B. 9).

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

- (1) *Some Great Regions of the World** (Cambridge Press, 4/-), pp. 1-15 and 43-81 (Asia, India, Malay Archipelago).
- (2) *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 2/-), pp. 30-65, or, *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 1-45.
- (3) Geikie's *Physical Geography** (Macmillan, 1/9), sections 103-147.
- (4) Philip's *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.¹

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 72-85: 104-122; notice climbing plants and watch

¹ For teachers (a) in the Tropics: *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America: *First Studies of Plant Life*, by G. F. Atkinson (American edition, Ginn, 4/6). Subjects according to season or as in programme.

the work of insects in regard to flowers (see suggestions 6 and 7, page 195). *Winners in Life's Race*,* by Mrs. Fisher (Macmillan, 6/-), pp. 209-240; watch (a) rodents, (b) bats.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-of-door work see special studies for the term. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used.

General Science.

Architecture,* by G. Wynne (Jack, 3/6), pp. 65-86. *The Fairyland of Science*,* by Mrs. Fisher (Macmillan, 6/-), pp. 52-100.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Holman Hunt (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, April, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 32-58, or continue. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

Geometry.

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 43-56 and 96-99.

The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 34-55.

German.¹

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

¹ Schools may substitute Irish or Welsh.

or, preferably, Italian.¹

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 1-6, taking only necessary grammar. Learn sentences p. 216. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.

*Gradatim** (Longmans, 2/-); translations 81-86, inclusive, for narration, taking necessary grammar from Dr. Smith's *First Latin Course** (Murray, 4/-), see sections xxx. and xxxi.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 16-18 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Histoire de la Princesse Rosette** (Hachette, 9d.); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrations of scenes from Literature. Sketches from nature. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 45, 46, 47, 48; a hymn by Keble. A scene from *The Tempest*, or, 60 lines from Scott or Wordsworth.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 156-186. Thackeray's *The Rose and the Ring* (Macmillan, 2/-). Scott's *Lay of the Last Minstrel* (Oxford Press, 1/-).

Musical Appreciation.

Bach: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term II.

Music.

Choose and learn a suitable composition from *The Term's Music* (Bach).

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.).
Three English songs, from *The National Song Book*,
edited by C. V. Stanford (Boosey & Co., words and voice
parts 2/- each, * complete with music 6/-). *Ten Minutes'
Lessons in Sight-Singing* (Curwen, 3/-). *Fifty Steps
in Sight-Singing*, by Arthur Somervell, steps 27-32.
(Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for
Schools*, 1919 (Eyre & Spottiswoode, 1/6). *An Introduc-
tion to the English Country Dance*, Description and Tunes
of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant
Dances and Songs of Many Lands* (Evans, 7/6). *How
to Teach Dances* (Evans, 4/6). Ex-students, House of
Education Drills. For Drill Music, *Music for use in
Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may
be used.

Work.

Teacher should consult: *Drawing, Design and Craftwork*,
by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for
Children*, by J. Gwynn (Harrap, 2/6). *Heaton's Card-
board Modelling* (Newman, 6/-): make six models.
(Materials from Arnold & Son, Butterley Street, Hunslet
Lane, Leeds). *A Manual of Claymodelling*, by H.
Unwin (Longmans, Green, 4/6). *Constructive and
Decorative Stitchery*, by L. G. Foster (3/6): make a
garment. Reseat a chair with rushes (Dryad leaflet, No.
10, 3d.). Boys and girls, darn and mend garments from
the wash each week: *First Lessons in Darning and
Mending* (P.N.E.U. Office, 2d.), may be used. Teacher
will find useful *What shall we make?* by M. La Trobe
Foster (C.M.S., 1/-). Help the "Save the Children
Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there
must be no gaps. Children must go on from where they left off, but they
will be handicapped in the future unless they can do the work set for this
Form. Children should spend two years in Form III., ages, say, 12-14.

N.B. 2.—Each pupil should have a copy of all books, etc., marked *
and a set of the Pictures and materials. One copy of the other books is
sufficient. Books from "Music" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Edu-
cation*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of
Education*, 10/6, by C. M. Mason (P.N.E.U. Office). In home schoolrooms,
Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the
P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books
bearing the school motto (ruled single, double lines and squares), 6d. each,

and Cambridge paper for the Examination, 1/- for 4 quires (*not less*),
single and double lines; special clipped book post envelopes, 4d. for 3.
The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and
Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3).
Badges stencilled in washing colours on pale blue linen may also be
obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our
Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must
not be lent.* Specimen copies of old Programmes can be obtained by
members from the Director, Parents' Union School, Ambleside.

N.B. 7.—The P.U.S. Magazine is for present pupils, and is especially
recommended to families and to those schools who have no magazine of
their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 8.—Members are asked to remember that an average child should
cover the whole programme suitable for his age; also that provision is
made for holiday and evening reading, occupations and hobbies.

N.B. 9.—During the revision of the *Ambleside Geography Books*,
alternative work will be set. This will not prevent those members who
wish to do so from continuing to use Book IV., pp. 98-141 and 294-297
(Switzerland and Italy), with *The Reconstruction of Europe* (P.N.E.U.
Office, 9d.), or, the same countries in *The New Europe*, by N. B. Allen
(Ginn, 4/6), with omissions.

N.B. 10.—All letters *re* School and Programmes, except book orders,
should be sent to The Director, Parents' Union School, Ambleside, West-
morland. The enclosed Order Form for books should be used, and
orders should be sent as early as possible. Members are asked to
send the School Fee direct to Ambleside. P.N.E.U. subscription, and
money for books, should be sent to the London Office.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Describe briefly the resistance against the northern Canaanites organized by Deborah. Quote, if you can, from her song of triumph.
2. By what signs was Gideon convinced that the Spirit of God had called him? How did he test and select his troops?
- II. 1. Give a brief account of St. Paul's journey to Antioch and his address in the synagogue.
2. Describe the healing of the lame man at Lystra and the events that immediately followed.
3. What lessons did our Lord teach His disciples in connection with the following parables,—The Mote and the Beam and The House built on a Rock?

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation. (Unprepared). (Spelling is also considered in each answer).

The Tempest, Act IV., Scene I., Prospero : " These our actors . . . behind."

Composition.

1. Write some verses (which must scan) on one of the following,—“ Ariel,” a summer zephyr, “ The Marchioness,” the god “ Pan.”
2. Narrate (*a*), a favourite scene in which one of the following characters appears,—“ Prospero,” “ Prince Giglio,” “ Dick Swiveller,” or, (*b*), a canto from *The Lay of the Last Minstrel*.

English Grammar.

1. Analyse, parsing the words in italics :—

"His mates *are gone*, and he
For mist can *scarcely see*

A strange wayfarer coming to his side—

Who bade him loose *his* boat and fix his oar

And row him straightway to the *further* shore

And wait while he did *there* a space *abide*."

2. What is a Complex Sentence? Give examples containing three kinds of subordinate sentences. Name each.
3. Give the meaning and derivation of the prefixes in the following words,—biscuit, contradict, antechamber, extraordinary, mischance, prevent, nonsense, post-script.

Literature.

1. Give a short account of Wordsworth with a list of his poems that you have read. Quote favourite lines.
2. What novels by Sir Walter Scott have you read? Mention four characters in each of any three novels you have specially enjoyed.
3. Write, as far as you can, the substance of Lamb's Essay on Schooldays.

English History.

1. Give a short account, with dates, of the Indian Mutiny.
2. For what different reasons did the four allied nations enter into the Crimean War?
3. What do you know of (a), The Factory Act, (b), The Anti-Corn-Law League?
4. Write a brief account of the history of the Commonwealth of Australia.

General History.

1. Give an account of the steps which led to the independence of Greece,
- or, 1. Describe shortly the Second Empire in France and its fall.
2. What do you know of the Vedas and their writers?
3. What notes have you in your "Century Book" for the Fourteenth Century B.C.? Describe three of the illustrations in the copy of the Book of the Dead made for Ani.

Citizenship.

1. Give examples to show that Habit is a good servant but a bad master.
2. Why and by what steps did Themistocles persuade the Grecians to become "good mariners and passing seamen"? Describe briefly what happened at Salamis.

3. What do you know about the (a), Gild Merchant, (b), Craft Gild, (c), Apprentices of the Middle Ages?

Geography.

1. Give a map of Italy, putting in boundaries, chief towns, and physical features. Describe briefly two of the following,—the Plain of Lombardy, Venice, Rome, Trieste.
2. Write a short account (with a sketch map) of the victories of Lord Rodney in the West Indies,
- or, 1. Give a rough sketch map of India, putting in the chief boundaries, divisions, chief cities, and physical features. Describe briefly (a), the varieties of climate, (b), chief industries of the people,
- or, 2. Describe (a), a journey (with a rough sketch map) from Constantinople to Teheran, (b), the city of Constantinople.
3. How are springs formed? Distinguish between (a), surface and, (b), deep-seated springs.

Natural History and Botany.

1. Distinguish, giving examples, between the Rodents and the Insectivora, and mention some of each that you have seen. What do you know of the life of (a), a beaver, (b), a bat? Drawings.
2. Describe, with diagrams, two kinds of parasitic plant.
3. Write six observations you have made this term on (a), climbing plants, (b), insect visitors to flowers.

General Science and Architecture.

1. Describe an experiment to show what air is. Why does it stay round our earth?
2. Describe, with drawings, (a), a Norman Doorway, (b), the Pointed Arch, (c), the Clustered Column. Where may they be seen?

Picture Talk.

Describe "The Shadow of Death" by Holman Hunt.

Arithmetic.

1. Find by factors the G.C.M. and L.C.M. of 9, 16, 42, 63, 14 and 72.
2. How much material will be required for 208 curtains each 3.628 metres long?
3. Simplify: $3 + 2\frac{2}{5} - 1\frac{6}{7} + 5\frac{1}{3} - \frac{7}{15}$.

Geometry.

1. If two straight lines cut one another the vertically opposite angles are equal.
2. The three angles of a triangle are together equal to 2 right angles.
3. Three angles of a quadrilateral are respectively 78° , $83\frac{1}{2}^\circ$, $122\frac{1}{2}^\circ$. Find the fourth angle.

Algebra. Multiply: $3x^3 - 4x^2y + xy^2 - 5y^3$ by $-4xy$.

1. Simplify: $3a - \{4b + 2c - (8a + 6c) - (4b - 6c - a)\}$.
2. $(2x^2 - 6xy - 20y^2)$ balls are to be packed in $(x - 5y)$ boxes. How many will there be in each?

German.

1. Tell, in German, the story of *Die zwei Ziegen*.
2. Make German sentences, using the following,—The man who, the animals which, her bicycle, their children whose, books are mine.
3. Give the chief parts of all verbs used in Lesson 21, p. 82 (Siepmann).

Italian.

1. Write an Italian conversation between two neighbours who have met on a railway station.
2. Translate Ex. II., p. 18 (Perini), first six sentences, teacher giving English.

Latin.

1. Form and compare adverbs from,—*acer, felix, similis, bonus, multus*.
2. Write the 3rd sing. pres. Subjunctive of,—*volo, fio, eo, edo* and *fero* (Active).
3. (a) Translate *Gradatim*, § 85, lines 1-8 (*constituit*) and, (b), write narration.

French.

1. Give, in French, an account of Princess Rosette's first day at the Court of her royal parents.
2. Use in French sentences the phrases: give it to him, we will show them to her, sent it to me, throw it to us, spoken of it to them.
3. Make French sentences, using the 1st person singular and 2nd person plural of the following verbs,—*s' amuser, s' en apercevoir, s' y attendre* (Imperfect and Perfect Tenses).

Painting. (All work should be done with brush and in colour.)

1. An original illustration for a scene in which Themistocles appears.
2. A design in wild flowers for a plate.

Musical Appreciation.

What compositions by Bach have you heard this term?
Write something about two of them.

Recitations.

Father to choose two Bible passages of ten verses each, a hymn, a poem by Tennyson, and a scene from *The Tempest*, or, *The Lay of the Last Minstrel*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th, or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination (see Leaflet H).